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AUTHOR Cohen, Arthur M.; Rifkin, Tronie; Lee, Lucy; McKinney, Kristen; Yamasaki, Erika

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ABSTRACT

The September 1998 topical bibliographies and analyses in this collection cover the latest ERIC literature on community colleges in eleven key areas: (1) access, diversity, and inclusion; (2) civil society; (3) teaching and learning; (4) faculty; (5) technology; (6) governance; (7) leadership; (8) finance; (9) market forces; (10) change; and (11) the future. The bibliographies are based on selections from an extensive search of community college literature that describes trends in eleven key areas during the past ten years. Critical analyses of literature and these trends highlight key issues and pose questions that community college leaders need to consider when estimating the feasibility and desirability of maintaining or shifting directions in the future. This collection aims to provide the resources and focus for further discussion of key issues. (AS)

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ED 423 002

Topical Bibliographies & Analyses: New Expeditions - Vision and Direction for the Nation's Community Colleges

Arthur M. Cohen
Tronie Rifkin
Lucy Lee
Kristen McKinney
Erika Yamasaki

ERIC Clearinghouse for Community Colleges

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Topical Bibliographies & Analyses

September, 1998

New Expeditions - Vision and Direction for the Nation's Community Colleges

A compilation of ERIC topical bibliographies and analyses
specially prepared for New Expeditions,
a W. K. Kellogg Foundation Initiative
Sponsored by the American Association of Community Colleges and
The Association of Community College Trustees

The topical bibliographies and analyses in this collection cover the latest ERIC literature on community colleges in eleven key areas: (1) access, diversity, and inclusion; (2) civil society; (3) teaching and learning; (4) faculty; (5) technology; (6) governance; (7) leadership; (8) finance; (9) market forces; (10) change; and (11) the future.

Several ERIC staff members were involved in preparing the bibliographies and analyses for this project. The bibliographies are based on selections from an extensive search of the community college literature describing trends in eleven key areas over the past ten years. The critical analyses of the literature and these trends highlight key issues and pose questions that community college leaders need to consider in estimating the feasibility and desirability of maintaining or shifting directions in the future. Our aim was to provide the resources and focus for further discussion of key issues.

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Arthur M. Cohen, Director

Tronie Rifkin, Assistant Director **Kristen McKinney, Outreach Coordinator**

Lucy Lee, Publications Coordinator **Erika Yamasaki, Publications Assistant**

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3051 Moore Hall
P.O. Box 951521; 405 Hilgard Avenue
Los Angeles, CA 90095-1521

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Topical Bibliography

September, 1998

Access, Diversity, and Inclusion in the Community College

An ERIC Bibliography specially prepared for New Expeditions, a W.K. Kellogg Foundation Initiative
Sponsored by the American Association of Community Colleges and The Association of Community College Trustees

California Community Colleges, Office of the Chancellor. (1996). *Preliminary Analysis of the Impact of Proposition 209 on the California Community Colleges*. Sacramento, CA: Author. (ED 400 909)

Proposition 209, approved by California voters in November, 1996, prohibits discrimination against or the granting of preferential treatment to anyone on the basis of race, sex, color, or ethnicity in the operation of public employment, education, or contracting. Community college activities that may benefit underrepresented groups such as outreach programs fall outside its scope. Additionally, the "preferential treatment" clause of 209 is similar to the Equal Protection Clause of the Fourteenth Amendment in that it allows for remediation of past discrimination. However, community college districts may need to dismantle locally developed affirmative action programs that are not mandated by state or federal law.

Gray, M. J., Vernez, G., & Rolph, E. (1996). "Student Access and the 'New' Immigrants: Assessing Their Impact on Institutions." *Change 28* (5), 40-47.

The authors found that immigrant students were better prepared and more motivated to attend college than their native born peers, and also participated in college at higher rates. While adding to campus diversity, increased immigrant enrollment has raised difficult questions about the definitions of "underrepresented" and "disadvantaged" student populations. Most institutions have made no systematic effort to ensure immigrant student access or success.

Kee, A. M., & Mahoney, J. R. (1995). *Multicultural Strategies for Community Colleges*. Washington, DC: American Association of Community Colleges. (ED 380 175)

This monograph profiles 21 programs established in the 1990s to achieve multicultural campus climates and minority student success. The programs address student recruitment, transfer, retention, and success; faculty recruitment, development, and advancement; administrator advancement; and campus climate assessment.

McIntyre, C. (1997). "Access to the California Community Colleges." A technical paper for the 2005 Task Force of the Chancellor's Consultation Council. Sacramento, CA: California Community Colleges, Office of the Chancellor. (ED 413 028)

Economic, cultural, and demographic changes in California are threatening access to the state's community colleges just as postsecondary education is becoming a greater necessity in the context of technological advancement. To accommodate these shifts, this report suggests that the colleges' mission should expand to include economic development, increased ESL instruction, and assumption of remedial education responsibilities.

Phelps, D. G., & Taber, L. S. (1996). "Affirmative Action as an Equal Opportunity Opportunity." *New Directions for Community Colleges, 24* (2), 67-79.

In reviewing recent data on community college personnel, the authors argue that little progress has been made toward the goal of institutional diversity. They propose three activities for increasing diversity: identifying and targeting individuals who control recruitment and hiring; implementing clear and effective processes; and rewarding desired behaviors.

Piland, W. E., & Silva, C. (1996). "Multiculturalism and Diversity in the Community College Curriculum." *Community College Journal of Research and Practice, 20* (1) 35-48.

A national study of 220 community colleges found that while many institutions are actively addressing multicultural issues, large numbers of students are not exposed to these efforts.

Rendon, L. I. (April, 1995). "Issues of Class and Culture in Today's Community College." Paper presented at the Annual Conference of the American Educational Research Association, San Francisco, CA. (ED 383 368)

Researchers are exploring new frameworks to conceptualize community colleges not as mere open-access institutions but as colleges that make a difference in the lives of students who have nowhere else to turn. Often, these students are situated on society's margins or borders of race, class, gender, age, and sexual orientation. This paper reviews the recent work of scholars that posits border knowledge (i.e., that which resides outside of the canon) as a legitimate form of knowledge and that points out the increasing conflict between institutional survival and the needs or demands of students.

Rhoads, R. A. (April, 1995). "Multiculturalism and Border Knowledge in Higher Education." Paper presented at the Annual Conference of the American Educational Research Association, San Francisco, CA. (ED 383 370)

Although community colleges serve a culturally diverse student population, the author contends that they have been slow to implement a multicultural curriculum. Instead of urging colleges to incorporate mainstream multiculturalism, Rhoads challenges them to embrace a critical multiculturalism that combines the conditions of cultural diversity with a pedagogy that draws from feminism, postmodernism, and critical theory.

Rhoads, R. A., & Valadez, J. R. (1996). *Democracy, Multiculturalism, and the Community College: A Critical Perspective.* Critical Education Practice Vol. 5, Garland Reference Library of Social Science Vol. 1081. New York, NY: Garland Publishing. (ED 393 518).

This book provides case studies illustrating community colleges' attempts to meet the needs of diverse students who vary by race, class, gender, and age. The authors also review theories related to critical multiculturalism, border knowledge, and the politics of identity, as well as issues related to community responsiveness and the multiple roles of community colleges.

Wallin, D. (1996). "Multicultural Education and the Vocational/Technical Student." *Community College Journal of Research and Practice, 20* (1), 23-33.

The author encourages vocational and technical education faculty to integrate multiculturalism into their curricula. These programs provide a natural setting for cultivating students' abilities to participate in a workforce that is becoming increasingly diverse.

Windham, P., Search, S., & Jefferson, S. (1997). "The Many Faces of Student Diversity." *Journal of Applied Research in the Community Colleges, 4* (2), 155-163.

The authors argue that students' academic, economic, and social diversity will play a greater role in the future of community colleges than will demographic diversity. They also address the impact of increasing diversity on counseling students.

Access, Diversity, and Inclusion in the Community College

The idea that community colleges should be open to all who can benefit stems from the institutions' earliest days. In the 1960s, a flurry of activity centered on the thesis that the colleges should attempt to provide something of value for everyone in their community. The corollary of all this is that until everyone has attended, the colleges have been remiss. A book entitled, "Breaking the Access Barriers", and similar works rested on the thesis that evidence of barriers - psychological, financial, academic, geographic, and so on - was patent when some individuals, or, more particularly, groups, who were not attending, could be identified. Can the colleges afford to subscribe to that goal?

As the funding for community colleges has become more constrained, the rhetoric holding that everyone in the community should be enticed to attend has been softened. However, the frequent calls for diversity in the student body and the staff have kept it alive. Can the colleges be fully representative of their community along lines of gender, race, ethnicity, socioeconomic status? Should absolute parity in community college matriculation, attendance in every program, and graduation be established as a major goal? The fact that parity is impossible of attainment seems only to stimulate those who call for the colleges to make more vigorous efforts. Countless programs have been implemented to entice students from every identifiable underrepresented group to attend but the goal remains as elusive as ever. To what extent are the colleges responsible for this lack of equity?

Multiculturalism in the curriculum is a parallel issue. Calls have been made for a curriculum centering on feminism, postmodernism, critical pedagogy, the contributions of various ethnic groups, various aspects of racial identity, and so on. Unfortunately, the calls for a multicultural curriculum have often been wrapped around calls for a diverse student body, to the detriment of both. The issues should be examined separately. Furthermore, the colleges must take care not to diverge too far from the mainstream of thought in academe, and indeed in the broader community, lest they sacrifice their hard-won place within higher education. Are they sufficiently confident of public support that they can bend all effort to attract masses of students, however qualified, and to provide a curriculum that deviates at great length from the academic core? Those issues should be addressed in place of the frequent knee-jerk claims for multiculturalism and diversity. The linkage between the two demonstrates the characteristic of the issues as being more political than educative.

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Topical Bibliography

September, 1998

The Role of the Community College in Civil Society

An ERIC Bibliography specially prepared for New Expeditions,
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Barber, B. R. (1992). *An Aristocracy of Everyone: The Politics of Education and the Future of America.* New York, NY: Ballantine Books. (ED 368 848)

Barber contends that the current educational debate over who should be taught, what should be taught, and how it should be paid for loses sight of the inextricable link between democracy and public education. Education must emphasize citizenship. Barber argues for a renewed commitment to community service as a means of providing Americans with the literacy to live in a civil society and the competence to participate in democracy.

Barnett, L. (1996). "Service Learning: Why Community Colleges?" *New Directions for Community Colleges, 24* (1), 7-15.

One of 10 chapters in the *New Directions* issue on civic literacy and service learning, Barnett's contribution describes national initiatives providing community colleges with grants and technical assistance to develop community building and service learning programs. The objective of such programs is identified as integrating community service with academic instruction, emphasizing critical reflection and civic responsibility. Barnett suggests that these goals match community colleges' mission as teaching and community-serving institutions.

Bryant, D. W. (1995). "Illusion of Community in the Community College." *Community College Journal of Research and Practice, 19* (4), 285-294.

The author reviews current critiques of community service programming in community colleges in light of funding constraints and over-expansion of the college mission. He argues that colleges cannot effectively intervene in all aspects of community life and therefore should retain the educational components and eliminate service-oriented activities.

Gillet-Karam, R. (1996). "Community College-Community Relationships and Civic Accountability." *New Directions for Community Colleges, 24* (1), 71-82.

Another chapter in the *New Directions* issue devoted to civic literacy, Gillet-Karam's work provides a review of issues concerning interactions between community colleges and their communities. Topics covered include community-based education and services, strategic planning, and community-based programming. Examples of current campus-community collaborations illustrate civic accountability. The author suggests that these relationships place colleges in the center of community affairs.

Pierce, D. (1993). "The Community College Agenda: A Point of View for the Community, the Community College, and the American Association of Community Colleges." *Community Services Catalyst, 23* (2), 3-5.

Providing workforce development, cooperating with other community institutions, and stimulating the community to appreciate its diversity are some of the community college agenda items highlighted by the author. In discussing the roles and responsibilities of community colleges within their communities, Pierce specifically addresses the role of the American Association of Community Colleges.

Rifkin, J. (1996). "Preparing the Next Generation of Students for the Civil Society." *Community College Journal*, *66* (5), 20-22.

With the marketplace and government less able to provide permanent employment, Rifkin views the nation's nonprofit sector—the civil society or "third sector"—as the best hope for absorbing workers. This evolution heightens the importance of service learning and, according to the author, represents a potential paradigm shift in the mission of American education. He identifies community colleges as the institutions on the front line of this change because of the extensive ties they already have in the community.

Robinson, G., & Barnett, L. (1996). "Service Learning and Community Colleges: Where We Are." AACC Survey Report. Washington, DC: American Association of Community Colleges. (ED 394 612)

This report summarizes the findings from a 1995 national survey on the level of involvement in service learning among community colleges. The institutional and program profile that emerged from the survey included the following characteristics: 80% of respondents indicated they were interested in service learning; 75% considered community service as part of their institutional mission; faculty, administrative, and community support were cited as the most important reasons for program success; insufficient funding and absence of faculty release time were the most significant barriers to success.

Taber, L. S. (July, 1996). "The Role of the American Community Colleges in Building Community." Paper presented at the 1996 Communitarian Summit, Geneva, Switzerland. (ED 400 872)

Familial, educational, and social foundations of American civil society are currently in crisis. The author asserts that community colleges, whose mission statements often include themes of meeting community needs and creating a dynamic, prosperous community, are perfectly positioned to solve such social problems. Examples of community college programs established to meet local needs include a child care center; a science, mathematics, and engineering academy for underrepresented students; a mentoring program for at-risk middle-school students; a center for applied gerontology, and a program to empower citizens in community planning.

Travis, J. (April, 1995). "Community Cores: The Future for the Community College Campus." Roundtable presentation delivered at the annual convention of the American Association of Community Colleges, Minneapolis, MN. (ED 389 357)

As various social problems threaten the fabric of American society, community colleges should position themselves in the role of rebuilding a community that can withstand these challenges. The author suggests the following strategies: 1) redefine the education process with a new focus on workforce training and lifelong learning; 2) reconsider the notion of "customer," placing more attention on groups and entire communities; 3) redefine the institution's role as a focal point in the community network; and 4) bridge the gap between traditional and non-traditional education. In the future, community colleges will serve as centralized educational, social, and community institutions providing services from the public and private sectors.

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Topical Analysis

September, 1998

The Role of the Community College in Civil Society

More than other types of higher education institutions, community colleges have a tradition of responding to the people, businesses, and needs of their local communities. This unique relationship supports the growing belief among educators that community colleges will play a critical role in countering the civic disengagement permeating this nation's citizenry. What exactly constitutes civic engagement is constantly being redefined, but a key component is responsive citizens working toward the "common good." A review of the literature in this area indicates that service learning and community-based programming are two effective ways for community colleges to participate with the larger society in the dynamic process of building a civil society.

Service learning has been hailed as a revolutionary teaching method and a focal point for rethinking the entire mission of education, including higher education. In its ideal form, service learning combines the development of civic responsibility and critical reflection with academic instruction. As defined by the American Association of Community Colleges (AACC), service learning programs "involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community." These goals are congruent with the mission of many community colleges as teaching and community-serving institutions.

But in the face of mounting economic constraints and accountability pressures, can community colleges afford to be the vanguard in this potential paradigm shift in American education? Critics of community colleges' ever-expanding mission argue that colleges cannot effectively intervene in all aspects of community life, especially with limited institutional resources. Perhaps these critics believe that community service programming detracts from the core teaching and learning functions. However, if community colleges adhered to the AACC conceptualization of service *learning* (i.e., not simply community service), this would not be the case. Civic learning and academic learning can be compatible and mutually reinforcing, each enhancing students' grasp of the other.

Striving to foster democratic citizenship is not only a responsible endeavor but it is vital to the survival of this nation's next generation of workers. While the marketplace and government traditionally have provided employment for the majority of American workers, these sectors will not be able to absorb the millions of college graduates and others seeking work in the next century. The nation's nonprofit sector, the civil society, holds the most promise for future job seekers. Hospitals, museums, youth organizations, environmental protection groups, community development agencies, and the like constitute the new workplace. Service learning is ideally suited for preparing students for careers in this sector, and community colleges' workforce development programs seem especially poised to gain from incorporating this pedagogy.

At the local level, communities face numerous other crises that threaten their familial, educational, economic, and social foundations. Service learning programming allows colleges and their students to intervene in meaningful ways, but a systematic plan for involvement is necessary for maximum effectiveness. Community-based programming, a planning model aimed at facilitating the community college's role as a leader in addressing community issues, has been successful in this way. Its cooperative process involves members of all affected groups and strives to achieve outcomes that reflect a common vision. By identifying and prioritizing community needs, the college can more effectively allocate resources and develop strategic programming (including service learning initiatives). Furthermore, involving community members and empowering them with decision-making authority is a critical aspect of civic engagement.

Community relationships are not new for community colleges, but they have taken on new significance, as higher education's role in bolstering civic engagement has become a national concern. What should community colleges do? What *can* they do? How can they transform their students, faculty, staff, administrators, and community members into responsive and responsible citizens?

While many community colleges already participate in community-based programming or similar strategic planning activities, all colleges should be encouraged to partner with community constituents in specifically assessing their community's needs. As a leader in community affairs, the college should be a role model by implementing decision-making models that encourage citizen responsiveness and participation.

After assessing and prioritizing community needs, college leaders need to implement service learning opportunities in curriculum areas matching these needs. Furthermore, leaders need to ensure that these activities are genuine academic pursuits and not simply volunteering opportunities. By monitoring service learning programs to ensure they are congruent with the college's mission and fulfilling true community needs, college leaders can deflect critics who decry the addition of new programs. More importantly, students will be taught how a community works and how they can help it to work better.

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Topical Bibliography

September, 1998

Teaching and Learning in the Community College

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American Association of Community Colleges (1994). *Successful Strategies for Teaching & Learning.* Washington, DC: American Association of Community Colleges, National Council of Instructional Administrators. (ED 396 781)

Focusing on strategies for increasing student success in the community college, this monograph profiles winners of the National Council of Instructional Administrators (NCIA) exemplary program competition for 1994. First, background information on the competition is provided, indicating that it considers programs in three categories: Classroom/Curriculum, Faculty, and College-Wide strategies. One-page descriptions are provided for five winning programs. Finally, an additional 29 successful strategies are briefly described.

Boggs, G. R. (1996). "The Learning Paradigm. *Community College Journal, 66* (3), 24-27.

The author examines the educational needs of contemporary society, suggesting that existing institutions have failed to adapt to the changing landscape. Argues that educators must shift to a "learning paradigm," which centers all services on the learning needs of students and evaluates programs and personnel based on their contributions to student learning.

Community College League of California, Commission on the Future. (1996). *Preparing To Serve the Student of the Future: A Planning Resource Report.* Sacramento, CA: Author. (ED 395 606)

Designed to help community college leaders plan for the programs and services that will be needed to serve students in the future, this report describes findings and recommendations developed by nearly 600 California community college practitioners participating in seminars and forums sponsored by the Community College League of California's Commission on the Future. Findings related to likely future conditions and recommendations for responding to these conditions are presented for student enrollment patterns, student demographics, educational preparedness, curriculum demands, teaching and learning styles, and student financial resource needs.

Cross, K. P. (1997). "Educating the Work Force for the 21st Century." Paper presented at the International Community College Workforce Development Conference sponsored by the National Initiative for Leadership and Institutional Effectiveness, Charlotte, NC, November 3-5. (ED 402 992)

Recently, the focus of assessment in community colleges has shifted from gathering data that legislators and accrediting agencies want to collecting data needed by the college itself to improve quality. This shift recognizes that teachers and students are the legitimate audience of assessment research, since they are directly responsible for the quality of learning. To ensure that feedback is received from students, Classroom Assessment Techniques (CAT) have been developed involving students and teachers in collaborative assessment of classroom learning. This research should be embedded in the regular work of the class and should lead directly to changes in the practice of teaching.

Helminski, L. (1995). *Research: Current Best Practices for the Desired Learning Paradigm. Final Report and Summary*. Phoenix, AZ: Maricopa County Community College District. (ED 388 338)

From April to September 1995, Arizona's Maricopa Community College District (MCCD) conducted interviews with faculty and staff to develop a database of innovative practices related to the District's desired learning paradigms. This report describes results from the study in three sections. The first section summarizes the project's research activities and results related to MCCD's four learning paradigms. The second section discusses reactions and implications of the report. And, the third section provides 52 entries from the database of best practices, grouped by their alignment with the four learning paradigms.

Jenrette, M. S., & Napoli, V. (1994). *The Teaching Learning Enterprise: Miami-Dade Community College's Blueprint for Change*. Bolton, MA: Anker Publishing Company, Inc. (ED 369 454)

In March of 1986, Miami-Dade Community College (MDCC) instituted the Miami-Dade Teaching/Learning Project (MDTLP) to help the college improve teaching and learning and respond to the needs of non-traditional students. This book uses a description and evaluation of the MDTLP to present practical guidelines for organizing, managing, institutionalizing, and evaluating educational reform at any institution.

Johnson, L., & Lobello, S. T., (Eds.). (1996). *The 21st Century Community College: Technology and the New Learning Paradigm*. White Plains, NY: International Business Machines Corporation; Sacramento, CA: League for Innovation in the Community College. (ED 399 976)

Resulting from a forum for community college leaders exploring the effects of technological change on education, this three-part monograph discusses the role of technology in community colleges and reviews strategies for responding to changes.

O'Banion, T., & Associates. (1994). *Teaching & Learning in the Community College*. Washington, DC: American Association of Community Colleges. (ED 368 416)

Based on the premise that the purpose of teaching is to help students make passionate connections to learning, this book contains 16 chapters that present information on the context of teaching and learning in the community college, model practices and programs, and outcomes of effective teaching for teachers and institutions.

O'Brien, T. P., & Thompson, M. J. (1994). "Cognitive Styles and Academic Achievement in Community College Education." *Community College Journal of Research and Practice, 18* (6), 547-56.

Reports on a study of effects of teaching styles, student cognitive styles, matched and mismatched conditions, and student age and gender in relation to the course grades of 207 community college students. Indicates that concrete sequential teachers assigned the lowest grades and that students over 24 attained higher grades than younger students except when matched with concrete random teachers.

Wenzel-Miller, L. A. (1996). "Serving the Needs of the Older Adult Learner." *Catalyst, 25* (2), 7-10.

Reviews characteristics of the increasing number of older adults in the United States, examining the role of community colleges in providing the educational activities they need. Discusses common learning styles of adult students and suggests teaching strategies. Presents considerations for improving institutional outreach to older adults.

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Topical Analysis

September, 1998

Teaching and Learning in the Community College

As open access institutions, community colleges serve students with an increasingly wide range of goals, interests, cultural backgrounds, ages, academic skills, and learning styles, not to mention work schedules, family responsibilities, and financial pressures. Students possess varying degrees of these elements and, thus, seek equally varied educational programs and services that meet their academic and career aspirations and accommodate their idiosyncratic lifestyles. Given the complex nature of the student body, how will community colleges accommodate the full range of students, a large number of which are academically at-risk, while maintaining quality in teaching and learning?

Accommodating a melting pot of students has raised questions about the community college teacher's role and what constitutes effective teaching. Today, traditional methods of instruction are criticized by many for being too out-dated and limited to effect learning among the community college student population. Rather, a learner-centered orientation is favored in which faculty members are expected to be designers of learning methods and environments and to adjust instructional and cognitive styles to match those of the students they teach. As community college faculty move away from traditional instructional methods toward alternative approaches the following questions arise: What makes an effective teacher? What characteristics should a teacher possess in order to teach students to analyze and synthesize information as opposed to memorizing facts and practicing discrete tasks?

Evidence of effective teaching is another matter. No one disputes that student learning outcomes indicate the effectiveness of instruction, but the problem of identifying appropriate criterion measures still remains. When measuring student learning, most community colleges resort to convenient criteria such as course examinations and grades. Neglected are cognitive, psychological, behavioral, and developmental outcomes such as improved problem solving ability, increased motivation and appreciation for learning, good study habits, and a heightened sense of values. Also to be considered are various levels and forms of learning outcomes—skills of learning (instruction intended to enhance communication skills) differentiated from the process of learning (independent study as a process outcome of instruction). What are the learning outcomes teaching is expected to evoke? What form should changes in student learning take? What evidence is needed to determine a change has occurred? How can student learning be assessed?

Beyond questions of what makes an effective teacher and how to define student learning, the Study Group on the Conditions of Excellence in American Higher Education espoused three conditions that affect the quality of teaching and learning in America's colleges and universities: student involvement, high expectations, and assessment and feedback.

In developing the curriculum, teachers should consider ways to increase student participation in learning activities. For example, incorporating courses into the community college curriculum that include active student involvement such as long-term collaborative learning projects, team teaching, integrated curriculum modules, and peer support groups have the potential to improve student retention and academic achievement. In addition, although accommodating students is a goal of teaching and learning in community colleges, articulating high expectations and clear standards for student learning should not be abandoned. Research indicates that student success is correlated with guidance and structure. To remain in line with learning outcomes that go beyond course examinations and grades, expectations and standards can be expressed in terms of what students must know and be able to do rather than what courses they must take.

Ultimately, both teachers and students are responsible for the quality of teaching and learning. By engaging in classroom research and assessment, teachers and students have the potential to enhance the ways in which students learn and the ways in which teachers teach. Classroom assessment can prove extremely informative and useful, especially in remedial courses or other areas in which the students enrolling may require special attention because of specific learning disbilities or other learning needs. Community college faculty members are in a unique position. They specialize in teaching lower division education and thus are able to provide leadership in the quality and nature of instruction, provided they engage in classroom research and assessment and involve students in the process and outcomes of their efforts.

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Community College Faculty

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Academic Senate for California Community Colleges. (1996). *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice. Adopted Fall 1996.* Sacramento, CA: Academic Senate for California Community Colleges. (ED 411 018)

Developed in response to the expanding role of faculty in community college governance and curriculum development, this report reviews the role, structure, and duties of local college curriculum committees and presents standards of good practice. Following an introduction, the role of the curriculum committee is described, and relevant sections from the California Education Code are presented. Next, the structure and membership of curriculum committees are detailed and duties and responsibilities are examined, including approval of new and revised courses, credit hours, prerequisites, associate degree requirements, course repetition, California State University and University of California general education articulation agreements, new degree and certificate programs, and discontinuation of existing programs

Ackerman, A. (1996). "Faculty Performance Review and Evaluation: Principles, Guidelines, and Successes." Paper presented at the 5 "Annual International Conference of the National Community College Chair Academy, Phoenix, AZ, February 14-17. (ED 394 566)

A comprehensive faculty performance appraisal program is necessary for any college to maintain a high standard of excellence, effectiveness, and accountability. The purposes of the review are to assess individual job performance; encourage the highest quality of job performance; reward performance which meets or exceeds the established performance criteria; identify individual knowledge, skills, and needs for development; clarify future performance expectations, goals, and priorities of the faculty and the division chair or dean; and maintain effective communication between faculty and the chair or dean for improving methods and procedures used in performing the work.

Banachowski, G. (1996). *Perspectives and Perceptions: A Review of the Literature on the Use of Part-Time Faculty in Community Colleges.* (ED 398 943)

Although part-time faculty are found in all of higher education, they are especially prevalent in two-year colleges, with a 1993 study finding that 65% of two-year college faculty were employed part-time. Part-time faculty are employed for a variety of reasons, including to save institutions money, increase institutional flexibility regarding enrollment demands, and bring "real-world" experience to the classroom. However, critics of the use of part-timers argue that they harm full-time faculty by taking away full-time positions and jeopardize the integrity of the teaching profession since many part-timers are employed for their professional rather than their pedagogical skills. Although attempts are being made to deter community colleges from employing part-time faculty, the colleges may suffer economically and pedagogically if these attempts are successful.

Barber, B., & Others. (1995). *Future Faculty Task Force Report, Fall 1995*. Eugene, OR: Lane Community College. (ED 394 539).

In Spring 1993, Lane Community College (LCC), in Oregon, established the Future Faculty Task Force to develop a vision of the faculty the college would like to have and make recommendations for achieving that vision. This report describes characteristics of the ideal future faculty developed by the Task Force and provides recommendations for hiring and sustaining quality faculty.

Brewer, D., & Gray, M. (1997). *Connecting College and Community in the New Economy? An Analysis of Community College Faculty-Labor Market Linkages*. Santa Monica, CA: Rand Corporation, Institute on Education and Training. (ED 411 033)

In an effort to gather data on faculty linkages to their institutions, local labor markets, and communities, surveys were mailed to 3,500 academic and vocational faculty at community colleges across the United States requesting information on their characteristics and involvement with business and community organizations. Study findings are based on responses from 1,725 faculty. Data tables are attached.

Higgins, C. S., & Others. (1994). "The Successful Community College Instructor: A Profile for Recruitment." *Community College Review, 21* (4), 27-36.

Describes a study attempting to profile community college faculty who were identified by the chief academic officers at their colleges as being committed to the missions of their institutions. Faculty members were asked about their career satisfaction, feelings toward 25 aspects of 2-year college teaching, reasons for teaching at the 2-year college level.

Illinois State Board of Higher Education. (1995). *Faculty Roles and Responsibilities*. Springfield, IL: Illinois State Board of Higher Education. (ED 390 348)

As part of a larger Illinois Board of Higher Education initiative, Priorities, Quality, and Productivity (PQP), this paper reports on recent and current efforts to clarify faculty roles and responsibilities. It urges that institutions intensify planning efforts and particularly that they incorporate fundamental policies and procedures regarding faculty such as tenure, promotion, and salary policies into their campus-wide faculty plans. An appendix contains statements from the Faculty Advisory Committee.

Law, B. (1994). "Hiring the Right Next Generation of Faculty." League for Innovation in the Community College *Leadership-Abstracts, 7* (2).

Hiring the faculty best suited to meet the changing demands of the 1990s is one of the most important tasks facing the administrative and faculty leadership at community colleges. In an effort to fill a significant number of faculty positions at Montgomery College (MC), a new college in Texas, the college has purposefully defined the challenges it faces, the types of students expected to be served, and the kind of faculty needed to effectively serve these students.

Roueche, J. E., & Others. *Strangers in Their Own Land: Part-Time Faculty in American Community Colleges*. Washington, DC: American Association of Community Colleges, National Center for Higher Education. (ED 381 194)

Drawing from a national survey of community colleges, this book documents trends in the employment and integration of part-time faculty in American community colleges. Contains the survey instrument and a 14-page bibliography.

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Community College Faculty

The main issues regarding faculty include: full-time, part-time status; responsibilities; performance appraisal; and satisfaction.

More than one-quarter million people teach in community colleges and more than half of them are part-timers. This ratio has been consistent for the past twenty years. The reasons for the widespread use of part-time instructors have been consistent as well: they cost the institution between one-third and one-fourth as much on a per-class basis; they are readily replaced when their services are no longer needed; and they can bring recent information and skills to rapidly changing areas of the curriculum.

Decades of research on full-time and part-time instructors have found few differences in classroom performance as measured by student satisfaction and learning. Therefore, for academic senates and unions to contend, as they do, that most classes should be taught by full-timers, evidence of value must be sought elsewhere to counter arguments of institutional budget balancing.

What do the full-timers do that part-timers are not expected to do? Do they design curriculum? Provide measures of student learning? Screen recruits? To what extent are they involved in college planning? How important to the college are these activities? These are the key questions that must be addressed before the proper ratio of full-time, part-time staff can be ascertained. Failure to address these issues leaves the contentions solely in the political arena.

Full-time faculty responsibilities are properly covered by rules governing the relationship between staff and institution. In return for job rights, status, salary, and tenure the faculty are expected to sustain certain activities beyond classroom teaching. These activities may be generally understood but conflict arises when an instructor is perceived as shirking duty or when an institution's administrators are perceived as failing to consult faculty on matters essential to the instructional program. Certain responsibilities are usually delegated; certain lines of communication are typically sustained. But breakdowns do occur. Responsibilities should be spelled out for the faculty in general and for subgroups in particular. These must be updated regularly by standing committees representative of all college constituencies. Each full-timer must be fully aware of expectations regarding all professional activities.

Performance appraisal, sometimes called evaluation, has a long history. Many papers have been written on who does it, what the criteria are, and when and why it is done. The consensus has been that appraisal is made by administrators, colleagues, students, and self. The criteria include teaching, professional development, and service to college and to community. It is made on routine schedule for all staff, regardless of tenure. And it is done to ensure that faculty remain aware of what they are supposed to do and of how their activities are viewed by others. It is not conducted for the purpose of gathering evidence to be used in cases of dismissal or of merit advancement. Those are separate processes.

Each college should have clearly articulated policies regarding performance appraisal. These should ensure that it is not confounded with promotion or dismissal but remains for the purpose of communication within the profession and among its members.

Faculty satisfaction or burnout, its negative corollary, has been studied. Findings typically are that characteristics intrinsic to the content of the work (teaching, meeting with students) are satisfying while extrinsic demands (inference by outsiders, ill-prepared students) lead to dissatisfaction. To sustain satisfaction the faculty must feel they are in command of the essential conditions of their work, that they are valued members of a learning community. All administrator and trustee actions should be weighed on that balance. For their part the faculty organizations must take care to not cast their communications in the form of adversarial documents.

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Technology in the Community College

An ERIC Bibliography specially prepared for New Expeditions, a W. K. Kellogg Foundation Initiative
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Anandam, K. (1994). "The Challenge of Institutionalizing Technology." Paper presented at the Annual Technology Conference of the League for Innovation in the Community College, Houston, TX, November 13-16. (ED 379 009)

This document outlines the process a college must go through in order to meet the challenge of institutionalizing technology, including defining needs; delineating the physical, social, and cultural conditions that affect the environment; and examining the knowledge made available through the computer and its paraphernalia.

Anandam, K. (Ed.). (1998). "Integrating Technology on Campus: Human Sensibilities and Technical Possibilities." *New Directions for Community Colleges*, no. 101. San Francisco, CA: Jossey Bass.

This monograph offers a comprehensive review of the policies, organizational cultures, and pedagogical issues that can hasten or hinder the implementation of new technologies. It presents several institutional perspectives and makes many constructive suggestions for developing enduring practices of technology integration.

Baltzer, J. A. (1994). *The Learning Action Plan: A New Approach to Information Technology Planning in the Community College*. Boulder, CO: CAUSE and the League for Innovation in the Community College. (ED 372 803)

This document is a resource for those directly involved in planning and supporting technology in two-year colleges, presenting a strategic planning model called the Learning Action Plan. The model covers various areas including: identifying organizational culture, customer communities, and the current technology level of the organization; defining key organizational goals; developing and communicating a shared vision; and developing processes for continuous feedback for long-term planning.

Graham, M., Giglio, L. L., Cunningham, B., & Ahmed, M. (1997). *Staffing for Technology in the Community College*. San Diego, CA: Miramar College. (ED 413 035)

This technology support plan combines a literature review with a survey of 10 community colleges similar in size to Miramar College to formulate a series of recommendations for staffing and technological support for the college. The report addresses organizational structure, personnel, support and training, and costs.

Harper-Marinick, M. (Ed.). (1994). *Improving Learning through Technology*. Ocotillo Report '94. Tempe, AZ: Maricopa County Community College District, Maricopa Center for Learning and Instruction. (ED 381 183)

This document features the year-end reports for 1993-94 of the Maricopa County Community College District's (MCCCD's) Ocotillo program committees. The program began in 1988 to address issues of technology and education, and has expanded to provide a forum for faculty and staff to address general issues of the quality of learning and instruction in MCCCD through year-long committees.

Heterick, R. C., Jr. (Ed.). (1993). *Reengineering Teaching and Learning in Higher Education: Sheltered Groves, Camelot, Windmills, and Malls*. Professional Paper Series, #10. Boulder, CO: CAUSE. (ED 359 921)

This compilation of nine papers explores the implications of technology implementation in higher education. Among the topics covered are the impact on methods of teaching and learning, how technology both forces and enables organizational transformation, and how technology can be used to increase productivity and "reengineer" the college.

Johnson, L., & Lobello, S. T. (Eds.). (1996). *The 21st Century Community College: Technology and the New Learning Paradigm*. White Plains, NY: International Business Machines Corporation, League for Innovation in the Community College. (ED 399 976)

Resulting from a forum for community college leaders exploring the effects of technological change on education, this three-part monograph discusses the role of technology in community colleges and reviews strategies for responding to changes. Chapters explore the vision and leadership needed to bring the colleges into the next century, analyze the effects of incorporating technology on educational structures, and provide examples of college plans for integrating technology into operations.

Lever-Duffy, J. (Ed.). (1996). *Learning without Limits: Model Distance Education Programs in Community Colleges*. Mission Viejo, CA: League for Innovation in the Community College, Miami-Dade Community College District, FL. (ED 401 969)

Based on descriptions submitted to a national panel on exemplary Distance Education (DE) programs, this monograph describes state-of-the-art DE programs at 16 community colleges. The introduction reviews the history of DE systems and DE in community colleges, describes the importance of revising curricula for distance delivery, discusses materials and technologies associated with DE, and reviews characteristics of synchronous and asynchronous delivery systems. The subsequent chapters then describe the model programs.

Mery, P. M. (1997). *Creating Opportunities: Using Information Technology in Education*. Report 971-02. San Francisco, CA: City College of San Francisco, Office of Institutional Development, Research, and Planning. (ED 408 005)

This plan for the Community College of San Francisco (CCSF) documents the steps necessary to foster the appropriate use of current and emerging information technologies to systematically integrate educational technology into the curriculum and into student services. The plan includes a mission statement outlining the scope, premise, and goals; provides background information on the state of the institution, the purpose of education technology, faculty interest, and student interests; and outlines the objectives and implementation timeline.

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Technology applications fall under two main headings, instruction and administration. Administration has become thoroughly dependent on technology as data management systems have become ubiquitous. The issue of technology in instruction is not as readily solved. Is instructional technology an add-on and support for traditional human interactions? Does it apply only or especially in distance-learning situations? How does it change the relationship between instructor and student?

Some commentators have attempted to frame questions of the use of technology in instruction by converting the issue to one of the use of technology in student learning. However, this shift in thinking must confront the tendency of staff members to define themselves in terms of the instruction they provide. Institutional evaluation on the basis of student learning has a very spotty history in all levels of schooling. Instructional technology might make a major contribution to the extent it enhances the conversion.

The applications of instructional technology in distance education have much appeal. Heretofore distance education has been defined as instruction provided at off-campus centers or through broadcast media. The new technologies open a broad range of additional possibilities. However, although planning for the long term uses of instructional technology in distance education is often recommended, institutions have still functioned opportunistically. An instructor, a commercial vendor, or an enthusiastic administrator can lead colleges into areas of technologically-based instruction in the absence of holistic plans for its development. To what extent do the colleges apply long-range planning in their adjusting new instructional patterns?

Not well examined in any educational sector is the question of the meaning of a shift from human interaction as integral to human learning. A parallel can be drawn in the healthcare sector where expensive tests, procedures, and technologically-based interventions have changed relationships between medical care personnel and patients. Not incidentally they have contributed to driving up the cost of medical care so that at present it occupies more than 14 percent of the nation's Gross Domestic Product, a figure 40 percent higher than that of any other nation. Can the community colleges reasonably proceed down a path of instructional technology without continually assessing cost per learning unit as well as changes in the human interaction on which they have long prided themselves?

It is too simplistic to argue that technology is the wave of the future, affecting all areas of human experience. The printed book, the major technological development of the past 500 years, changed the way information was transmitted and made opportunities for learning available to a broader range of individuals, but did not eliminate the responsibility for the older generation to instruct the young. Community college leaders must not expect to provide

education on the cheap by posting up technologically-based instructional programs. Much can be gained thereby but there's risk of losing even more.

Moves toward instructional technology have been undertaken more rapidly than have moves toward a technology of instruction. A technology of instruction would include reliance on preset, measurable learning outcomes, a variety of learning paths, and assessment of specific goals attained. Current development of instructional technology seems more in the nature of the construction of instructional media, only one part of the necessary technology of instruction. Community college leaders and production specialists alike will have to confront this issue. How can they reconcile the rapid adoption of instructional technology with the persistent calls for assessing instructional outcomes? Should they put all in a paradigm that includes the development of specific instructional objectives? Will mastery learning, prominent in remedial and developmental programs be extended? Regardless of the source of the funds, large-scale investments in instructional media seem fey unless they are tied to long-range plans that include specific learning goals for targeted population groups.

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Community College Leadership

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Addy, C. L. (1995). *The President's Journey: Issues and Ideals in the Community College.* Bolton, MA: Anker Publishing Co., Inc. (ED 379 024)

While most of this book describes the professional and personal challenges facing community college presidents, the final chapter is devoted to the future of community colleges and the presidency. At the 1993 Summer Workshop of the AACC's President's Academy, 50 participants identified the skills, characteristics, and attributes that will be needed by community college presidents in the next decade. Key issues of which presidents should be cognizant in order to provide effective leadership also were discussed. These included: delivering services in new forms; developing new roles for faculty in light of new technologies and collaborations with other agencies; determining the college's role in social issues; and understanding the teaching/learning process in a new context.

Gallego, A. P. (1996). "Leading the Multicultural College." *Community College Journal of Research and Practice, 20* (1), 1-8.

The author examines issues of multiculturalism and educational equity facing community college leaders. He asserts that leaders of multicultural institutions must demonstrate a commitment to diversity, develop appropriate policies, gain access to reliable data, and collaborate with community groups in order to successfully lead their colleges into the next century.

Gibson-Benninger, B., Ratcliff, J. L., & Rhoads, R. A. (April, 1995). "The Implication of a Democratic Vision of Community College Leadership." Paper presented at the annual meeting of the Council of Universities and Colleges, Minneapolis, MN. (ED 383 372)

A fundamental challenge facing community college presidents and senior-level staff is to create an environment in which diverse qualities of students and staff make positive contributions to the organization. This requires a democratic vision of leadership rather than the traditional, top-down, positional approach. Elements essential to developing such leadership include sensitivity to individual differences; a commitment to empowering diverse constituents; recognition of mentoring as vital to student development; and an emphasis on team building.

Hankin, J. N. (1996). "The Door that Never Closes: Continuing Education Needs of Community College Leaders." *New Directions for Community Colleges, 24* (3), 37-46.

As community college leaders face an ever-changing environment, their capacity to understand and analyze problems is greatly challenged. Continuing education would better equip them to deal with emerging issues related to personnel management, organizational development, changing student populations, technology, community relations, facilities, finance, and personal development.

Harris, Z. M., Roueche, J. E., Desjardins, C., Saenz, M., & Wheelan, B. S. (1996). "Leadership." *Community College Journal, 66* (5), 10-19.

Five community college presidents and scholars reflect on leadership and the directions leaders must take in the future. Particular attention is given to the challenges leaders face including increasing productivity, creating harmony out of diversity, and fostering collaborative leadership teams.

McFarlin, C. H. & Ebbers, L. H. (1997). *Preparation Factors Common in Outstanding Community College Presidents*. Ames, IA: Iowa State University. (ED 409 934)

This study of 125 presidents of public two-year institutions utilized a peer rating method to identify and explore preparation factors that may contribute to the development of outstanding community college leadership skills. Presidents identified as outstanding leaders displayed higher rates of having earned a terminal degree, having majored in higher education with an emphasis on community college leadership, publishing and presenting scholarly work, being involved with both peer networks and mentors, and having non-traditional paths to their presidencies.

Mellow, G. O. (October, 1996). "The Role of the Community College Chair in Organizational Change: Chaos, Leadership and the Challenge of Complexity." Paper presented at the annual Mid-Atlantic Community College Chair/Dean Conference, Blue Bell, PA. (ED 401 970)

The author proposes the learning organization, a structural model that allows for learning and change at the organizational level, as an alternative for institutions still mired in rigid, hierarchical structures. In this new model, academic chairs play a critical role in inspiring their faculty to change, encouraging dialogue, and allowing their organization to evolve in dynamic environments.

Myran, G., Zeiss, T. & Howdyshell, L. (1995). *Community College Leadership in the New Century: Learning to Improve Learning*. Washington, DC: American Council of Community Colleges. (ED 383 372)

Based on the assertion that community colleges are moving from the community-based paradigm of the past 30 years to a new paradigm that combines the forces of learner- and community-based education, this book explores the role of leadership in changing the mission and culture of the colleges. Leadership for the new century will focus on vision, build accountability, and emphasize team performance. Unlike managers, leaders will come from all constituencies including faculty, administrators, staff, students, governing board members, and the community.

Pierce, D. R. & Pedersen, R. P. (1997). "The Community College Presidency: Qualities for Success." *New Directions for Community Colleges, 25* (2), 13-20.

The authors consider three qualities--personal adaptability, role flexibility, and sound judgement--as prerequisites to a successful community college presidency. Additionally, presidents need to be aware of three challenges that will impact their work and their institutions: technology, competing demands for resources, and the changing concept of community.

Rost, J. C. (1991). *Leadership for the Twenty-first Century*. New York, NY: Praeger Publishers.

After reviewing and critiquing existing studies of leadership, Rost sets out to construct a new paradigm of leadership suited for postindustrial society. This new understanding embraces such values as collaboration, diversity and pluralism in structures and participation, civic virtues, client orientation, and consensus-oriented policy-making processes.

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Community College Leadership

Issues regarding leadership center on the proper preparation for leaders, management styles, and personal traits of the leaders.

The proper preparation of community college leaders is a continuing subject of concern. Gone are the times when community college leaders typically moved into their positions from school superintendencies or military or corporate backgrounds. The idea of special preparation, both preservice and inservice pervades the field. The content of such preparation is often regarded as including thorough knowledge of the role of the community college; self-analysis; communications skills; sensitivity, especially to diverse constituencies; and a thorough grounding in the literature of the field such that the leaders can sustain their own scholarly productivity. To what extent are the new leaders getting these sorts of preparation?

Examinations of leadership style often result in admonitions that leaders should be malleable within the constraints of their own agenda. That is, the leaders should have a vision of what their institutions should be doing, the directions it should be taking, and ways of assessing and modifying institutional directions as necessary. The reports frequently also conclude that a flat management style is the best for the contemporary era; leaders should delegate a wide range of responsibilities. The autocrat has been buried. Words such as 'building community on campus' and 'maintaining relationships with off-campus entities' are frequently seen. Leaders are enjoined to strive for harmony among contending groups. Teams and task forces are often referred to. Above all, the leaders should be coalition builders and should value partnerships and collaborations.

Leadership traits have long been a source of inquiry. Most of the reports on what makes a good leader conclude with a list of traits that qualify an individual for success in any realm of human endeavor that involves relationships with other people. Good leaders are strong yet flexible, directed yet malleable, hard-working but not overstressed, accessible and visible, filled with vision but practical. One thing missing in these reports typically is the importance of genuine self-analysis. The most effective leaders are those who recognize their own weaknesses and who are sufficiently capable of delegating responsibility in areas where the leader's own style might compromise institutional objectives. Are there sufficient opportunities for leaders to engage in reflective, continuing self-assessment?

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Community College Governance

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Bender, L. W. (1991). *Perspectives on the Current Status of and Emerging Policy Issues for Community Colleges. AGB Occasional Paper Number 1.* Washington, DC: Association of Governing Boards of Universities and Colleges. (ED 411 911)

This paper outlines key issues for community colleges, noting the diversity of type and structure which require that they must be understood on at least a state-by-state basis. The author notes that today's era of turbulence including the fiscal constraints and trend toward state control create a climate for change.

California Community Colleges, Academic Senate. (1995). *A Perspective on Faculty Responsibilities: Suggestions for Local Senates.* Sacramento, CA: Author. (ED 383 364)

Designed for use by local academic senates at community colleges in California, this paper describes faculty involvement in governance at the colleges, cites areas of faculty responsibilities, and provides suggestions for increasing faculty participation.

California Community Colleges, Academic Senate. (1996). *Developing a Model for Effective Senate/Union Relations.* Sacramento, CA: Author. (ED 395 628)

This paper outlines strategies for achieving effective collegial relationships between local academic senates and faculty collective bargaining agents in California community colleges. Eight principles of collaborative agreements are presented related to roles of key participants and decision-making processes. The duality of roles of senates and bargaining agencies in shared governance is also discussed.

Gade, M. L. (1993). *Four Multicampus Systems: Some Policies and Practices That Work. AGB Special Report.* Washington DC: Association of Governing Boards of Universities and Colleges, 1993. (ED 412 803)

This report describes the functions of multi-campus systems of higher education in the United States, considers their growing importance, identifies common concerns, and presents ideas for addressing those concerns. It is based on interviews conducted during 1991 and 1992 with administrators, faculty, trustees, and other experienced professionals, at four systems: the University of California, the University of North Carolina, Kansas Board of Regents institutions, and the Maricopa County Community College District (Arizona).

Miller, H. M. (1996). "Trustee Relationships." Paper presented at the Association of Community College Trustees Southern/Northeast Region Seminar, Greensboro, NC, June 6-8. (ED 395 644)

This paper outlines the roles and responsibilities of trustees in a community college, highlighting the trustee-president relationship, relationships with college administrative staff and faculty, and state-level administrators

Nussbaum, T. J. (1995). *Evolving Community College Shared Governance To Better Serve the Public Interest*. Sacramento, CA: California Community Colleges. (ED 397 922)

Intended to stimulate improvements in shared governance in the California Community Colleges, this report outlines the evolution and current structures of shared governance at the local and system levels and provides recommendations for change to better serve the public interest.

Richardson, R. C., Jr. (1997). *State Structures for the Governance of Higher Education: California Case Study Summary*. San Jose, CA: California Higher Education Policy Center. (ED 412 873)

This case study focuses on governance and related issues in California's higher education system. The study sought to examine differences among states in their governance structures, and to determine if differences in performance were related to governing structures and whether structure affects strategies of state policymakers.

Rosenthal, L. B., & Elsner, P. (1996). "Reinventing Governance: Maricopa Conducts Strategic Conversations." Paper presented at the 76th Annual Convention of the American Association of Community Colleges, Atlanta, GA, April 13-16. (ED 395 646)

This document outlines the strategic conversations format used by the governing board of Arizona's Maricopa County Community College District (MCCCD) to ensure interaction with the college community and continuous quality improvement in the governance process. The use of strategic conversations facilitates communication with the community to help understand issues facing the MCCCD and inform governing board decision-making.

Wattenbarger, J. L. (1996). "The Responsibilities of an Autonomous Community College District Board of Trustees." Paper presented at the Florida State Board of Community Colleges' Annual Trustee Workshop, Orlando, FL, September 9-10. (ED 400 874)

This document discusses how Florida's state Master Plan for community colleges calls for substantial local control of colleges. The author argues that under this type of plan, it is essential that boards of trustees understand their responsibilities, and goes on to outline what those responsibilities include.

Weisman, I. M., & Vaughan, G. B. (Eds.). *Presidents and Trustees in Partnership: New Directions for Community Colleges*, no. 98. San Francisco, CA: Jossey Bass.

This monograph explores the professional needs, challenges, and roles of community college governing board members and their presidents and how these factors influence the board-president relationship.

Wood, D. D. (1993). "Faculty, Student, and Support Staff Participation in College Governance: An Evaluation." Paper presented at the Annual Conference of the Association of Canadian Community Colleges, Edmunton, Alberta, Canada, June 6-9. (ED 409 931)

This document presents the results of an effort to gather data on faculty, student, and support staff participation in the governance process with respect to the impact or influence of the institutional members on the decision-making process.

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Community College Governance

Over the past half-century the governance of community colleges has tended to move steadily from local to state level. This pattern varies between states, but overall the trend is discernible. What it has effected is an unclear division of responsibility as one or another aspect of governance changes locale. Furthermore, as the governance of community colleges moves toward centralization, it becomes linked with governance of other higher education systems in the same state. A recent example was when the governance of Minnesota's community and technical colleges was combined with that of the Minnesota state-college system.

Which responsibilities belong to which level? In many states the community colleges come under the oversight of departments of education, boards of governors, and local boards of trustees. And yet these patterns vary so much between states that it is impossible to generalize. Therefore, no one can say with any degree of certainty that one governance system is better or worse than the others. A program to assess the effectiveness of different governance paradigms is clearly called for.

Maintaining clear and consistent communications channels is another ongoing issue. Who speaks to whom? At the state level, organizations comprised of trustees often maintain a voice in legislative halls. So do: organizations of administrators; subsets of administrators such as student personnel or business officers; faculty members, often through an academic senate; subsets of faculty members organized as associations of physical education instructors, for example; and so on. At the local level, the president may be only one voice among many at a board of trustees meeting as representatives of various campus constituencies present their cases. What type of governance structure is best for presenting a unified voice to the legislature?

Ultimately power and responsibility must be joined. Shared governance paradigms, wherein all constituencies must be consulted on every decision, can lead to delays, competition between groups, formalized roles and procedures such that the process results in shared paralysis. Yet all groups need a voice. Is there a streamlined pattern wherein the campus constituencies can channel their concerns and decisions through the office of the president? Can open forums on policies be sustained so that public participation is invited and heeded? How can the trustees be certain that they are receiving messages from all constituencies without giving all equal hearing?

Issues of the proper role for local and state boards of trustees often center on the extent to which board members speak for the benefit of the college, as opposed to their representing special interests. This issue is present whether board members are appointed by partisan state or local officials, or whether they are elected with the support of factions that may anticipate that their interests will be represented. The education of trustees regarding their roles and

responsibilities is an ongoing process. Guidelines and handbooks must be updated frequently. Most important, the process of evaluating trustee functioning should be installed at each level so that the public is made aware through the reports of non-partisan bodies.

Since the advent of collective bargaining for public employees in the 1960s, questions have been raised about the respective roles of academic senates and faculty unions. Are faculty bargaining agents necessarily adversarial? Are faculty senates necessarily more cooperative with governing boards? This is the conventional belief, but the issue needs careful study. How can senates and bargaining units coexist? Does each have a distinct role to play?

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Finance

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Cade, J., & Heller, H. (1996). *Final Recommendations of the Community College Financing Study Group.* Annapolis, MD: Maryland State Department of Fiscal Services. (ED 395 639)

This report presents findings and recommendations from a study conducted by the Maryland General Assembly in response to inadequate state funding for community colleges. The report includes background on and overview of past funding policies; options for increasing state mandated aid and changing the distribution of community college formula aid; and recommendations for strengthening the community colleges' role in economic development in the state.

Callan, P. (1996). *Public Purposes and Public Responsibilities.* San Jose, CA: California Higher Education Policy Center. (ED 394 451)

Callan details the erosion of the hitherto broad consensus on the public financing of California's model three-tier system of public higher education. He cites studies that show little support for increased public funding and little concern among citizens about the consequences of declines in public support for higher education. He maintains that the projected "Tidal Wave II" enrollment increase will force institutions to choose between maintaining the present educational system at current costs and serving many fewer students, or reducing the overall cost per student.

Hale, T. (1996). *System Funding Task Force Report.* Springfield, IL: Illinois Community College Board. (ED 402 985)

The President's Council of the Illinois Community College Board recommended changes in the state's funding plan, and this report summarizes a task force's review of those recommendations, as well as suggestions of additional modifications. Among the recommendations: move from enrollment-based funding to the creation of a separate budget category for operations and maintenance funding; revamp the formula used to allocate state equalization grants; and obtain block grants for special populations, workforce preparation, and advanced technology equipment.

Honeyman, D., & Others (Eds.). (1996). *A Struggle to Survive: Funding Higher Education in the Next Century.* Seventeenth Annual Yearbook of the American Education Finance Association. Thousand Oaks: Corwin Press. (ED 403 790)

In a collection of essays, contributors analyze such issues as the costs and benefits of education, state funding formulas, methods for financing benefits and retirement programs, RCM (responsibility centered management) initiatives, and the use of lottery monies to fund education. Several chapters consider the unique challenges ahead for community colleges, which must seek new ways to fund their complex array of missions.

Huggett, K. (1995). *How Colleges Are Coping.* Pleasantown, CA: Las Positas Community College District. (ED 389 379)

The author has compiled a collection of quarterly reports on how California's colleges are coping with difficult economic times. The reports include general comments on trends across the public system, discussions of actions taken at specific campuses, and a review of notable occurrences at the state and national levels.

Iowa State Department of Education. (1997). *A Report to the Iowa General Assembly on Community College Funding: An Investment in Iowa's Future*. Des Moines, IA: Author (Division of Community College and Workforce Preparation). (ED 407 042)

A repeal of the formula used to fund community colleges led to an overhaul of state funding mechanisms beginning in 1996. Department of Education officials conducted research on funding practices and trends nationwide and an analysis of funding structures in similar states. They met with college presidents to determine local funding issues and obtain suggestions for the development of a new state formula. The final recommendations are included in the report.

McLeod, M., & Others. (1995). "Rescission and Reduction: Lessons from the Edge." *Community College Review, 23* (1) 3-11.

The authors offer a practical framework for dealing with budget reductions in community colleges. They describe making horizontal cuts in funding, which occur across the institution and affect programs and services proportionally; and vertical cuts, which target specific programs and services to achieve deeper reductions. The article also outlines methods for fiscal planning and revenue enhancement.

Martinez, M. (March, 1997). *Understanding Policy Issues of State Higher Education Finance through Case Study Research*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL. (ED 410 835)

This paper examines California state funding of higher education during the first half of the 1990s, in comparison to the policies for funding systems in Florida, Michigan, Minnesota, and New York. Martinez concludes that multiple factors influence how states support education, and that colleges need to group the factors systematically to analyze their relative impact on funding decisions. Such factors include existing administrative policies, environmental conditions, and the ways in which college costs are shared by students, families, and government.

Meeker, B. (1997). *Comparative Financial Statistics for Public Two-Year Colleges: FY 1995 Peer Groups Sample*. Washington, D.C.: National Association of College and University Business Officers. (ED 409 055)

Comparative financial information derived from a national sample of 405 two-year colleges is presented in this report for fiscal year 1994-95, including an analysis of data from six groups of peer institutions within the sample. The report includes information related to institutional revenues, expenditures, staffing, outcomes ratios, and student characteristics.

Palmer, J. (1996). *Funding the Multipurpose Community College in an Era of Consolidation*. Paper submitted to the American Education Finance Association. (ED 396 783)

The author describes the multiple roles played by community colleges: as a flexible, affordable institution for students interested in occasional classes; as a scholastic institution that facilitates degree completion and prepares students for further study; and as a social service agency using special purpose grants to address economic development or social welfare issues. Palmer discusses the benefits and drawbacks of funding mechanisms that require community colleges to prioritize these different institutional roles.

Johnstone, D. B. (1998). "Patterns of Finance: Revolution, Evolution, or More of the Same?" *The Review of Higher Education, 21* (3), 245-255.

This article provides an excellent overview of the forces that may serve to influence radical change in the way higher education is financed. The author asserts that anticipated change can be described in terms of shifts in three finance patterns: higher education as part of the nation's overall expenditures; investment in education based on "cost per unit" i.e., individual students or units of actual learning; the shared responsibility for the

Finance

The community colleges receive and spend around 10 percent of the total allocation for American higher education, yet they serve close to 40 percent of the students. This disjuncture arises from the fact that community colleges are not engaged in expensive graduate education, their facilities are typically more modest than those of other types of colleges, and they do not follow expensive research models. Even so, it appears that if the proportion of higher education's budget devoted to community college would increase by even a fraction of a percent, the institutions might be more handsomely funded. This can happen only to the extent that the public recognizes the role that the institutions play in providing an opportunity for postsecondary study to people who might not otherwise participate. Are the colleges sending the proper signals to their constituencies?

Issues in finance relate to sources of funds and allocations. The proportion of funding that community colleges receive through traditional tax-based channels has diminished by more than 10 percent in the past twenty years. This has been supplemented by greater reliance on tuition and on sales and services. This trend seems likely to remain intact. The issue for community college leaders then becomes one of maximizing revenue through non-traditional channels. Even so, how much contract education can be sustained without compromising institutional integrity?

Within the traditional channels, there is a parallel trend away from enrollment-driven support, a legacy of the time when community colleges were more closely associated with the lower school districts. One or another variation of programmatic funding is being built in most states. And yet the type of work that community colleges do, remedial education for example, does not often attract high levels of funding. This may change over the long term but for now the types of students that community colleges attract and the types of programs that they provide are often not among the highest priorities in the agencies that fund the institutions. To what extent should the colleges emphasize their traditional services?

Allocation of funds within the institutions is a separate issue. In some states the funding agencies sustain elaborate codes and detailed procedures for allocating funds at the institutional level. However, the tendency in the broader higher education sector is to allow greater flexibility and institutional autonomy regarding expenditures. Community college leaders should strive to gain this type of independence. At the same time, they have to project an image of trust by involving multiple constituencies on the campus in making allocation decisions. This is a long-term process. For now, the question is: What relative level of independence do the colleges enjoy?

Managing costs in a labor-intensive enterprise is another ongoing issue. Staff members can not reasonably be dismissed capriciously; an element of trust must exist between people who have made a career in community college education and the institution with which they are affiliated. Technology has not yet brought about the reduction in costs that its most fervent proponents have promised. Sustaining the human dimension of education even while taking advantage of developments in instructional technology present the bases for an agenda that will involve all members of the college community. Can the colleges thrive under a growing pattern of fungible staff?

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Clearinghouse for Community Colleges

Topical Bibliography

September, 1998

Market Forces Affecting the Community College

An ERIC Bibliography specially prepared for New Expeditions, a W.K. Kellogg Foundation Initiative
Sponsored by the American Association of Community Colleges and The Association of Community College Trustees

Bosworth, B. (1997). "Economic Development, Workforce Development, and the Urban Community College." *Community College Journal, 67* (6), 8-13.

The author argues that workforce and economic development in urban areas are inextricably linked, and that community colleges must develop new strategies to foster that development. He advocates focusing on the *demand* side of the labor market, thereby getting employers to become driving forces in shaping job preparation curricula on college campuses.

Brewer, D. & Gray, M. (1997). *Connecting College and Community in the New Economy? An Analysis of Community College Faculty-Labor Market Linkages*. Santa Monica, CA: Rand Corp. Institution on Education and Training. (ED 411 033)

In a national study of faculty ties to their institutions, local labor markets, and communities, community college vocational faculty were predictably found to be most connected to workforce development issues; lack of time and institutional support were cited as obstacles to creating stronger links between curricula and the workplace. Findings also suggested that boundaries exist between academic and vocational departments and credit and non-credit programs, thereby limiting collaboration and information sharing among faculty.

Claggett, C. A. (1996). *Maximum Impact: Research Strategies for Effective Institutional Management, Assessment, and Advocacy*. Largo, MD: Prince George's Community College. (ED 395 638)

Claggett summarizes the changing responsibilities of institutional researchers in helping two-year colleges anticipate change and respond to external pressures. He offers strategies for maximizing the impact of institutional research.

Hickman, R. & Quinley, J. (1997, May). "A Synthesis of Local, State, and National Studies in Work Force Education and Training." Paper presented at the Annual Forum of the Association of Institutional Research, Orlando, Florida. (ED 410 863)

This study investigated the workforce education, training, and retraining needs of businesses and organizations in the United States, and the extent to which community colleges are meeting those needs. Findings suggest that community colleges are responding to new demands from employers through customized, high quality, flexible workforce training programs. The authors advise, however, that more research is required to analyze common understanding of central issues in workforce development.

McIntyre, C. (1997, July). "Comprehensive Enrollment Management." Paper presented at the Annual Conference of the Society for College and University Planning, Chicago, Illinois. (ED 409 961)

Comprehensive enrollment management (CEM) ensures that academic, student, and fiscal planning are done in concert in order to acknowledge the turbulence confronting an institution. The author describes a four-stage model for CEM that helps a college anticipate enrollment trends and develop marketing strategies based on that information.

McIntyre, C. (1997). *Trends Important to the California Community Colleges: A Technical Paper for the 2005 Task Force of the Chancellor's Consultation Council.* Sacramento, CA: California Community Colleges Office of the Chancellor. (ED 413 029)

The task force identified five important trends that have the potential to transform the California community college system. Demographic changes will result in a surge of students of college age, and create an increasingly diverse student population; new technology will require that students acquire higher levels of computer skills for most jobs; economic forces will push colleges toward more outsourcing and require that curricula emphasize global economic issues; economic issues will also lead students who have completed other degree programs back to community colleges to renew skills or learn new technologies; society will become more multicultural, but individuals will be more isolated and family structures will continue to change; and, finally, in the area of public policy, colleges can continue to expect decreases in funding and increasing state-level controls and calls for accountability.

Mahoney, J. (1997). "The American Community College: A Perspective." In Lategan Laetus (Ed.) *Introducing Community Colleges to South Africa: Regional, National, and International Perspectives.* South Africa: University of the Free State. (ED 407 982)

The author highlights the economic difficulties and issues of strained public trust that are affecting two-year colleges. He suggests that three distinct models of responses have emerged: the niche model, which maintains that colleges can no longer be all things to all people and must develop their market niche; the steady-as-you-go model, which supposes that the current set of environmental forces are little different from past pressures; and the managing-the-fury model, which views the external pressures as threatening and believes that change is a mandate, not an option.

Paulter, A. & Buffamanti, D. (Eds.) (1997). *Winning Ways: Best Practices in Work-Based Learning.* Ann Arbor, MI: Prakken Publications. (ED 412 381)

This volume offers a comprehensive overview of factors affecting workforce training programs. Chapter authors look at the philosophy of work-based education, policies regarding such programs, and exemplary corporate training. The last third of the book focuses on practices at schools and colleges geared toward preparing students for work in a changing economy – specifically apprenticeship and technical education programs.

Tate, P. (1996). "New Thinking for a New Century." *Community College Journal*, 66 (3), 30-34.

The author argues that new approaches are needed for community colleges to address fully the needs of two groups of customers: employers and employees. Constraints presently exist that limit employees seeking further education and training; Tate proposes changes that will help make the community college the hub of a customer-oriented educational system.

Thompson, I. (1997) *Silicon and Ivy: Enhancing California's Workforce and Educational Goals through the Corporate College Model.* Saratoga, CA: West Valley-Mission Community College District. (ED 410 997)

This summary of a conference presentation presents four models of a corporate college structure. The idea behind corporate colleges is to offer instruction and training for adults at company sites. In this way, the community college does what it does best – create a productive learning environment – while accomplishing the task more cost effectively through a partnership with an employer. Employers invest in corporate colleges because they see corporate success as connected to adaptable and agile learners who are constantly upgrading skills.

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Topical Analysis

September, 1998

Market Forces Affecting the Community College

Two key forces are at work to create an imperative for change across all segments of the higher education system: dwindling revenues combined with rising operational costs, and a student population that seeks an ever-greater variety of institutionally based services and programs. These powerful trends combine with other market forces to exert exceptional pressure on community colleges to rethink complex and multifaceted institutional missions and alter the way they do business.

Economic constraints encompass costs and cost-saving measures, fundraising, financial aid, and issues of access. The pressures for accountability and assurances of a quality educational product are also tied to the economic forces at work on the community college. Competition with the proprietary sector, while understudied, is also a factor in generating economic stress for community colleges. The importance of using new information technology effectively makes the economic challenge even more complicated.

The diversity of the student population is the second most powerful market force affecting community colleges. How community colleges meet the challenge of student diversity influences the college's relationship with employers and the community. Diversity issues can almost be said to fall under the vast umbrella of economic forces, however; diverse needs require flexible and innovative programs, which require funding.

Thinking strategically is key to responding to market forces – college leaders must clarify the institution's mission and emphasize what it does best as they respond to economic constraints and diversity issues. But many community colleges continue to serve as reservoirs into which flow all the unmet expectations of students. They must respond to multiple and changing exigencies that other segments of the higher education system may be able to dodge, at least temporarily. The multiple missions of community colleges make it difficult to cope with apprehension about economic challenges, for example, by reassessing priorities, downsizing, outsourcing, or borrowing other tactics from the business world. The ramifications of such actions go straight to the heart of a fundamental objective of most community colleges: open access.

How do community colleges deal with external the pressure of changing economics and student aspirations? How do they answer the calls for refocusing institutional priorities, reallocating resources to be more productive, and restructuring the mechanisms for decision-making?

There is a good deal of talk about the need for community colleges to collaborate with businesses and corporations. For example, there is pressure to respond to employer expectations and needs with regard to a key aspect of the community college mission: workforce training. What is clear from a review of literature is that to be fiscally viable and

relevant in the future, community colleges need to assess the needs of employers using more comprehensive and sophisticated methods. One tactic for making employer needs a significant part of community college curricula is via the corporate college model. College leaders need to involve businesses with the college in more creative ways – not only by calling on businesspeople as advisors or trustees, but as curriculum developers and full partners in the education enterprise.

The theme of employing marketing strategies is also dominant one in the literature, whether in terms of attracting and retaining students through a customer focus or as key to innovative leadership and a broad fundraising effort. Community colleges are also more engaged in marketing analysis that separates the needs and expectations of external audiences (prospective students and parents, funders, etc.) and internal audiences (faculty, current students, staff). For example, there is a gap in public knowledge about what college costs and how to pay for it. Community college students are among those most likely to need more information about how to anticipate the costs of college and what aid may be available. Getting this information out to a target audience becomes a marketing strategy. All the marketing strategies that a community college may employ need to be fueled by effective institutional research. As some researchers argue, the responsibilities of institutional research offices have changed and become more far-reaching. Community colleges should make use of institutional researchers to assess the college's position in the marketplace, the needs of employers, outcomes in student learning, and level of public support.

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Topical Bibliography

September, 1998

Change in the Community College

An ERIC Bibliography specially prepared for New Expeditions, a W.K. Kellogg Foundation Initiative
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Alfred, R. L., & Carter, P. (1997). "Out of the Box: Strategies for Building High-Performing Colleges." *Community College Journal, 67* (5), 41-47.

This article argues that current changes in the educational climate require transformations in community college organization. The authors discuss operational, linear, and frame-breaking approaches to change, arguing that all are important in making the transformation to high-performing institutions, or institutions that can manage both incremental and revolutionary change.

Levin, J. S. (1996). "Limits to Organizational Change in the Community College." *Community College Journal of Research and Practice, 20* (2), 185-97.

This qualitative and interpretive investigation of organizational behavior in a community college undergoing significant organizational change cites the effect of organizational ideology, patterns of past behavior, and organizational management on the change process. The author argues that susceptibility to change and openness to change are not the same thing as change itself.

Roueche, J. E., & Others. (1997). "Embracing the Institutional Effectiveness Tiger." *Community College Journal, 67* (5), 34-39.

This piece discusses the public's growing disaffection for institutions of higher education in North America and the increasing need for educational reform. Conclusions from a study of effectiveness practices in over 200 two-year colleges are presented. The authors argue that the colleges can and will play an important role in education reform.

McNeil, P. W. (1997). "Meeting the Challenges of Education Reform." *Community College Journal, 67* (5), 12-16.

The author reviews six challenges that community colleges must address to achieve education reform: urge students to take tougher courses; outline rigorous standards for assessment; focus on reading; help create new American high schools on college campuses; strengthen teacher preparation; and involve the community.

O'Banion, T. (Ed.). (1997). *A Learning College for the 21st Century*. Washington, DC: American Association of Community Colleges, American Council on Education. (ED 409 042)

This monograph reviews the emerging emphasis on learning in education and the development of the concept of "learning colleges," providing specific case studies of reform efforts at community colleges.

Phelan, D. J. (1997). "The Niche Community College: Is It Our Future?" *Community College Journal, 67* (4), 30-33.

This article outlines the downsizing and restructuring occurring in many community colleges due to funding decreases and enrollment increases. The author discusses the feasibility of keeping an open-door policy in this environment, and explores other options to downsizing. A list of steps to help colleges review their missions is provided.

Watwood, B., & Others. (1997). "Managing Organizational Change." In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the 6th Annual International Conference of the Chair Academy, Reno, NV, February 12-15. (ED 407 017)

Based on studies comparing leadership in two rural community colleges undergoing change and examining the management of change at Maryland's Allegany College, this paper presents a conceptual framework and model for managing organizational change.

Kesler, R., & Others. (1996). "So They Are Resistant to Change? Strategies for Moving an Immovable Object." In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the 5th Annual International Conference of the National Community College Chair Academy, Phoenix, AZ, February 14-17. (ED 394 591)

This document profiles barriers to change in colleges, and discusses the chair's role in motivating individuals to become involved in the change process. The authors provide suggestions for how to involve faculty and reduce resistance to change.

Frank, D., & Rocks, W. (1996). "Exploiting Instability: A Model for Managing Organizational Change." In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the 5th Annual International Conference of the National Community College Chair Academy, Phoenix, AZ, February 14-17. (ED 394 564)

This document outlines a model for managing organizational change developed in response to decreased levels of funding and declining enrollments, increased competition, and major technological advances at Allegany Community College, in Maryland. The model incorporates the following four components for effective transition and change: conceptualization; communication; commitment; and control systems.

Harris, Z. M., & Kayes, P. (1995). "Multicultural and International Challenges to the Community College: A Model for College-Wide Proactive Response." Paper presented at the 75th Annual Convention of the American Association of Community Colleges, Minneapolis, MN, April 22-25. (ED 387 173)

This document describes the approach Parkland College, in Illinois, has taken to responding to the multicultural and international challenges facing all community colleges. The college's approach was based on a review of local conditions, including Parkland's mission and objectives and changing demographics of the community, students, and faculty and staff.

Kantor, S. L. (1996). "Businesses Value Community Colleges as Workforce Training Providers." *Catalyst*, *26* (1), 11-15.

This article discusses the changing role of instruction at community colleges in the context of the characteristics of community college learners, the knowledge revolution and corresponding new roles of education and business, and the changing nature of work. The author provides eight recommendations for ensuring that colleges remain leaders in workforce training.

Mellow, G. O. (1996). "The Role of the Community College Chair in Organizational Change: Chaos, Leadership and the Challenge of Complexity." Paper presented at the 2nd Annual Mid-Atlantic Community College Chair/Dean Conference, Blue Bell, PA, October 24-25. (ED 401 970)

This paper discusses how the hierarchical organizational structures that exist at many community colleges can hinder institutions' efforts to effectively utilize information and respond to changing conditions. The author suggests movement to a new type of organization—the learning organization.

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Topical Analysis

September, 1998

Change in the Community College

Community colleges are generally considered to be the most responsive sector of higher education. The community college mandate to be in tune with community needs and provide universal access to higher education for those previously denied, creates an environment in which responsiveness and flexibility are key elements to success. Although community colleges have always occupied a position of relative flux and flexibility compared to other sectors of higher education, the current external environment seems to be creating pressures which were not as prevalent in earlier periods. Tightening fiscal conditions, and demands for new programs (especially those involving technology) require colleges to change and adapt to new and evolving circumstances. In addition, public discontent with education at all levels is pressing for change. Calls for increased accountability and better evaluation of performance are common. The public wants to see more tangible results to justify its investment.

A review of the literature reveals two main questions regarding change: how much should community colleges change, and how do community colleges go about the process of change? The frequent calls for accountability from many sectors outside the community college often recommend significant change in the organizational structure, curriculum, and overall design of the community college. The traditional bureaucratic structure of the college has been challenged as inefficient and outdated. The organization of bureaucratic units does not allow for ease in adapting to new conditions. Also, students find it difficult to take care of tasks that span more than one unit. Frequently recommendations center on change to more client-centered organizational structure focused around "processes" rather than units.

Calls for changes in the curriculum center around responsiveness to students and the external community, especially with regard to technical and vocational training. As businesses become more technologically sophisticated, demands for a more highly trained workforce are increasing and community colleges are the preferred site for much of this workforce training. Businesses are often willing to fund part or all of this training, but only for a curriculum that meets their specialized needs—a situation which often requires a significant revamping of the existing content and structure.

It has been noted that too often only the potential positive aspects of change are the focus of attention and little consideration is given to problems that may arise. Widespread public attention and media hype surrounding change efforts have given rise to a situation in which any change project is considered good. Too much pressure for change from external sources combined with the lure of change rhetoric create a situation in which colleges may plunge headfirst into change efforts without ample consideration of the individual college's circumstances.

Many scholars note that change must be linked to the college's mission and not simply pursued haphazardly. They must choose and capitalize on those things they do well and which fit with their expressed mission, creating a "niche" community college. Unfortunately, many community colleges find it difficult to do this because they have multiple missions. Colleges must face the hard task of weighing the costs and benefits of meeting each mission. Can each be met well with existing resources? How should precious resources be allocated among these many programs?

Community college leaders also need to be unafraid of not changing. There is no need to change those things that they already do well. In the face of calls for accountability, colleges need to find better ways to indicate that their programs are achieving their stated goals; better indicators (and not just economic ones) need to be developed. Institutional research departments can be leaders in this effort but others on the campus must also become involved in self-study.

The current change atmosphere focuses largely on vocational and technical training due to the great influence of business interests. Community college administrators need to be sure not to lose sight of the liberal arts/transfer mission even if most pressure and financing for change falls in other areas.

Finally, each college is unique, and none will go about change in exactly the same way as the others. There are many different models and ideas for change in the literature; those thinking about change should take time to educate themselves and consider their own missions and environment and act accordingly.

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Topical Bibliography

September, 1998

The Future of the Community College

An ERIC Bibliography specially prepared for New Expeditions,
a W.K. Kellogg Foundation Initiative
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Community College League of California Commission on the Future. (1996). *Preparing to Serve the Student of the Future: A Planning Resource Report.* Sacramento, CA: Author. (ED 395 606)

The recommendations in this report, gleaned from a series of meetings with more than 600 community college practitioners, are designed to help community colleges get ready for expected changes in such areas as student enrollment patterns, demographics, and educational preparedness.

Cohen, A. M., & Brawer, F. B. (1996). *The American Community College* (3rd ed.). San Francisco, CA: Jossey-Bass. (ED 389 384).

This book is a comprehensive overview of community college education in the United States, emphasizing the trends that have affected two-year colleges from the mid-1980s to the mid-1990s. In the concluding chapter, the authors offer projections for college demographics, organizations, curriculum, instruction, and student services.

Cross, P. K. (November, 1996). "Educating the Workforce for the 21st Century." Paper presented at the international Community College Workforce Development Conference sponsored by the National Initiative for Leadership and Institutional Effectiveness, Charlotte, NC. (ED 402 992)

The pressure to demonstrate institutional effectiveness is likely to increase. The author reports on an assessment trend that focuses not only on collecting data for reporting to legislators and accrediting agencies, but also for use in improving the quality of education. Cross describes new classroom research techniques that involve both students and teachers in collaborative evaluations of learning and teaching.

Gaskin, F. (1997) "At the Millennium." *New Directions for Community Colleges, 25* (2), 81-86.

In this concluding chapter of the volume of *New Directions for Community Colleges* focusing on leadership challenges facing presidents and trustees, Gaskin argues that community colleges will become increasingly important to American society in the 21st century. Leaders should prepare for larger enrollments as the baby boom "echo" reaches college age. Priorities for leaders, according to Gaskin, should be maintaining policies of open access, cultivating alternative funding sources, and engaging community organizations and businesses in the mission of the community college.

Lorenzo, A. L. & LeCroy, N. A. (1994). *Framework for Fundamental Change in the Community College: Creating a Culture of Responsiveness.* Warren, MI: Macomb Community College Institute for Future Studies. (ED 369 432)

Highlighting the emerging expectations of the Information Age, Lorenzo and LeCroy contend that facing future challenges requires that community colleges launch a process of fundamental change. Their recommendations include: making community needs a priority; streamlining systems of governance to expedite decision-making; reexamining faculty roles and functions; attracting diverse funding sources; applying new technologies to teaching and learning; assuring the relevance of the programs and curricula; cultivating partnerships; conducting comprehensive assessments; and facilitating continuous learning.

Mees, R. L. (1997). "American Community Colleges: Leading the Way to the Future." Unpublished paper. (ED 411 912)

Outlining the common commitments and essential goals of community colleges, Mees anticipates that in the future, they will be affirmed as leaders in American higher education. Community colleges will respond to major societal concerns by providing continued open access and improved workforce training, particularly in the burgeoning technology fields.

Nevada University System. (1993). *Changing with the Times, Challenging the Future: Nevada Responds to the Community College Futures Commission Report*. Reno: Nevada University System. (ED 355 985)

This paper reviews the projected goals for the Nevada community colleges in the 1990s and beyond. The colleges are preparing for the future through initiatives aimed at instituting new accountability measures; anticipating growing numbers of underprepared students; emphasizing a global perspective in the curriculum; and meeting increasing societal demands for a technologically literate workforce.

Norris, D. M., & Poulton, S. E. (1997). *Creating a Knowledge Age Vision for Your Community College*. Washington, D.C.: American Association of Community Colleges. (ED 410 994)

The author argues that the emerging "Knowledge Age" requires a new approach to strategic planning on college campuses. The recommendations explore such ideas as planning from the future backward, identifying barriers to achieving a vision of the future, and devising innovative ways to implement new programs and organizational policies.

O'Banion, T. (1997). *A Learning College for the 21st Century*. Annapolis Junction, MD: Community College Press. (ED 409 042)

This monograph reviews the emerging emphasis on learning in educational processes and the development of the concept of "learning colleges." Six case studies of reform efforts underway at community colleges are included. The author discusses the pressures that drive the change he envisions, as well as the pressures that can inhibit the transformation to a learning-centered organization.

Puyear, D. (1997). *Arizona Community Colleges in 2010*. (ED 402 978)

Trends that will bring new challenges to community colleges in the next decade include declining revenues from property taxes and the need to shift from enrollment-based to performance-based funding models. Also, the author predicts that increasing numbers of community college students will receive instruction through nontraditional means, such as the Internet and interactive television; new cooperative arrangements with universities may require that the community college offer baccalaureate degrees; and graduation requirements will shift to a focus on specified competencies rather than semester hours. To cope with these and other coming changes, Puyear suggests that community colleges rethink faculty roles, expand student services, and invest in campus communication technology.

Taylor, L. E., & Maas, M. L. (1995). *The Community College of the Future*. Riverside, CA: Maas, Rao, Taylor and Associates. (ED 381 191)

The rapidly-changing social, economic, and educational environments of the 21st century will challenge community colleges to be flexible about where, when, and how instruction is delivered. The campus of the future is described as an "electronic college," providing campuswide interconnection of all learning and support services. The authors foresee greater involvement of business and industry in the work of the community college, and describe a number of factors that will have an impact on tomorrow's students, faculty, and staff.

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Topical Analysis

September, 1998

The Future of the Community College

There are many futures for community colleges. They can be broken out as the future for students, faculty, curriculum, governance, and finance.

The future for students has two mainstreams. First, there will be more part-time students of all ages. Second, the colleges will serve as the point of first-entry to higher education for an increasing percent of high school graduates as expansion of capacity in the universities proves far insufficient to accommodate the 50,000 additional eighteen-year-olds each year over the next ten years. Can the community colleges absorb the increase?

The future for the faculty also shows a bifurcation. Part-timers will continue to be employed in increasing numbers because of the savings in cost. At the same time, the full-timers will have to justify themselves as learning designers more than as classroom teachers. If their main value is to stand in the classroom, the part-timers can fill that function quite as well. The full-timers will have to be involved in a much broader array of functions. How many full-timers are committed to a wider role?

Curriculum and instruction will continue along the lines of current patterns. Literacy development will continue to be important as students who need basic skills will make up a large proportion of the student body. Competency-based instruction will progress, but very slowly because the community colleges with their broad array of students with widely-varying capabilities will be hard-pressed to specify learning outcomes in any but the most general terms. The 168-hour week, 52-week year schedule will be prominent; there is no valid reason for the colleges to operate only for so many hours a day, or so many weeks per year. Cooperation with other providers, especially high schools and universities, will be important. The community colleges do not stand alone; they must reach out to create liaisons with other institutions in the public sector. Are they properly organized for these types of schedules and liaisons?

Multiple sources of financing will continue to be important; especially supplemental financing at the local level. If the community college is a service provider for its local area then local businesses and philanthropic agents must assist in paying the cost. How can the colleges maximize alternative funding?

The overall question is, What can the community colleges do better than other education providers? That should be addressed by groups ranging from campus-based seminars to national forums.